

# Case study: The use of an Anti-Bullying taskforce to encourage pupils to think about what constitutes bullying

How Orchard School, Bristol has developed a clearer definition of bullying so that pupils have a better understanding around this subject

This case studies main focuses have been to:

- To develop a clearer definition of what constitutes bullying
- To make pupils aware of this so that incidents were only reported

## Background on the School

Many students, particularly younger students claimed other peers' actions were bullying. This led to a lot of accusations and investigations from pastoral team. It became clear that students did not know what the term bullying meant and could not differentiate it from one off incidents or what the students claimed was "banter".

## Desired outcome

- We hoped that we could come up with a clear definition of what constitutes bullying. By this we hoped to reduce the number of accusations of bullying so pastoral team could focus in on cases of actual bullying.

## What is the action we took?

Members of the Anti-Bullying task force went around to tutor groups and asked students what they thought bullying was. The members than collated this information onto separate mind maps. The following meeting we discussed the different interpretations and began work on a simple direct definition.

Following this the group shared with all tutors the information of what bullying was defined as to inform their tutor along with a quiz.

## Outcome

There was a clearer understanding from the majority of students of what bullying was. As a consequence reporting off bullying was reduced but those cases that were reported were clearer cases of bullying. Those allowed staff to focus in on bullying incidents and put actions in place in the classroom and the around the school to resolve issues such as movement of seating plans but much more effective

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restorative justice meetings between the accused and accuser where appropriate and agreed by both sides.

## Learning

We've learnt that you should define and produce examples of bullying earlier rather than later to pre-empt any misconceptions. The group found that making a quiz around what was or wasn't bullying was a good way to communicate whole school and for students to learn what bullying was.